

INTC RESEARCH HIGHLIGHTS February 2013

State-Funded Illinois Induction and Mentoring Programs: 2011 Survey Research Results

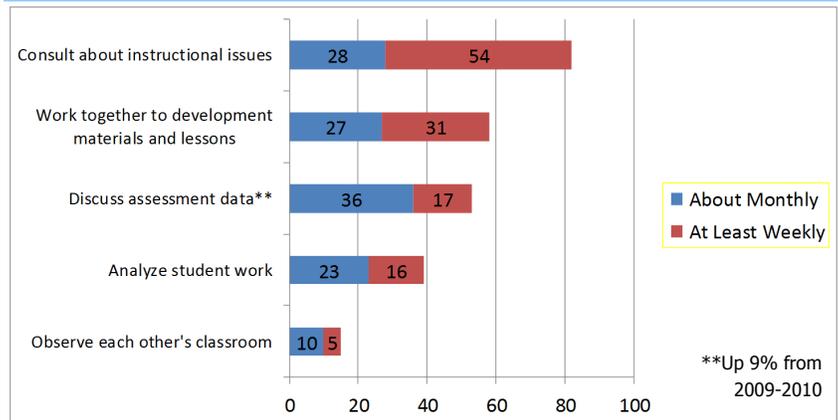
Based on report by: Dr. Elizabeth Wilkins, Dr. Janet Holt, Christine Nelson, Anna Quinzio-Zafran, and Christine Wells.

Methodology: Surveys were given to new teachers (n=1,973) and mentors (n=1,323) involved in induction programs who received ISBE grant funding. New teachers finishing their first or second year in the classroom were asked about school context, induction supports received, future plans, and teacher efficacy. The mentors shared information about their background as mentors, training received, support they provided to new teachers, and perceived growth of mentees in various dimensions of teaching. INTC conducted the survey in 2011 with the results published in 2012.

Conclusions/Recommendations:

- Continue to retool new teacher orientations to make them more valuable.
- Monitor when mentors are provided initial training, how long that training takes place, as well as how often ongoing mentor training occurs during the school year.
- Explore reasons for the infrequent meetings between some mentor and new teacher pairs that resulted in “less-than-expected-contact-time” as well as the feasibility of completing 60 total hours of contact time per school year.
- Examine the content of mentoring meetings (i.e., determine what activities were logged and what topics were discussed during collaborations).
- Increase professional development for new teachers to enhance their instruction in diverse classrooms as well as with English Language Learners.
- Re-examine criteria mentor/mentee selection, location, and match based on grade level/content area.
- Provide more opportunities for mentors/new teachers to demonstrate lessons, analyze student work, conduct classroom observations, attend workshops together, etc. (i.e., activities least experienced but with high potential for improving instructional practice).
- Implement support strategies that directly address teacher professional community/school context such as teaching environment, support of administration, and sufficient materials.

Frequency of Mentor/Mentee Interaction



Major Barriers	Percentage of Responses
Time	37%
Mentor/ Mentee Match	29%
Program Support	16%
Program Concerns	16%
Release Time	>1%

Barriers to Becoming a Successful Mentor: Mentors identified challenges they faced in their work with new teachers, including time and a poor mentee match.

“There is very little time to interact during the school day with my target teacher. We are all over burdened with responsibilities.”



The Illinois New Teacher Collaborative (INTC) is at the forefront of providing statewide leadership for promoting new teacher induction and mentoring programs and supplying resources for those who support new teachers. INTC Online offers resources for preservice teachers, new teaching professionals, teacher mentors, K-12 school administrators, service providers, and higher education professionals.